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EDUCATION MANAGEMENT IN A PERIOD OF INSECURITY IN TERTIARY EDUCATION IN ANAMBRA STATE

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ABSTRACT
The research work focuses on the education management in a period of insecurity in tertiary education in Anambra state. A survey research design was adopted for the study. The population consists of 3000 academic staff in tertiary institutions in Anambra state. Purposive sampling technique was used to sample 300 respondents. Three research questions and 18 questionnaire items titled (EMPITEASQ) were the major instrument for data collection. The questionnaires were validated by two experts in the department of educational management and policy, Faculty of Education, Nnamdi Azikiwe University, Awka and one expert in measurement and evaluation, Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam. Cronbach Alpha was used to establish the internal consistency. A coefficient of 0.75 was obtained and considered high enough for the study. *The mean statistics was used to analyze the data collected. Findings of the study showed that the causes of insecurity in Anambra state include poor system of governance, weak judicial system, bribery and corruption, poverty, unemployment and injustice. The paper also discovered that education management in the face of insecurity in tertiary education in Anambra state could be done using the following strategies: use of electronic learning facilities, training staff and students on security consciousness, mounting security cameras on strategic areas in the campus, information and intelligence gathering on security threats among others. Conclusion and relevant recommendations were made.*

Keywords: Tertiary Education, Management, Insecurity, Institution.

Introduction
In recent times, Nigeria has witnessed an unprecedented crises and insecurity in her national life leading to loss of life and property. Adajumo (2011) defines insecurity as the state of fear or anxiety as a result of lack of protection. It also means inadequate freedom from danger. The rising spate of kidnapping, armed robbery, herdsmen attack, incessant cases of rape are clear indications that the country is becoming alarmingly insecure on daily basis. The rampaging of the Boko-haram in the North and the herdsmen incessant attacks have continued to wreak havoc on innocent citizens in the country. It points to the fact that there is security breakdown in Nigeria.

Researcher such as Nwadialor(2011), Nwagboso(2012) and Igbuzor(2011) have attributed the causes of insecurities in Nigeria to poor system of governance, weak judicial system, injustice, nepotism, culture of impunity bribery and corruption, unemployment, tribalism among others.

Insecurity in Nigeria has disrupted education at all levels. Managers of tertiary education are seriously handicapped in managing tertiary education in this period of insecurity. This paper focuses on how educational administrators can manage tertiary institutions in this period of insecurity in Nigeria. National Policy on Education (2013) sees higher (tertiary) education as post-secondary section of the national education

system which is given in universities, polytechnics and colleges of education. The goals of tertiary education are to contribute to national development through high level relevant manpower training, develop both physical and intellectual skills which will enable individuals to be self reliant and useful members of the society, forge and cement national unity among others (FGN,2013). With incessant crises and insecurity in the country, the goals of tertiary education in Nigeria will remain a mere dream.

It must be pointed out that education management in the period of insecurity is a difficult task and very challenging to school administrators. The effects of insecurity in the educational sector are enormous. Bello (2012) has observed that insecurity in Nigeria has led to kidnapping of university lecturers, students and the general public for ransom. It has led to closure of schools, reduction of admission of students into educational institutions, limiting the national youth service corps (NYSC) members to some parts of the country, creating serious gap in teaching and learning, loss of job and reported death of lecturers and students. It has made those in final year class to study extra years in school before graduation.

Similarly, education administrators in our tertiary institutions must not allow teaching and learning to suffer a set-back in this period of insecurity in Nigeria. Innovation such as integrating technology in the curriculum delivery in the classroom will ensure access to education by the students. Technology has the dual advantage of expanding access and improving quality of education. The mobility of technology implies that learning opportunities can exist anywhere not withstanding insecurity in the country. Aigahtani (2011) MangalandMangal (2012), Jennex(2005) have advocated the use of e- learning in the face of security challenges. According to them, e-learning is of two basic types; computer based e-learning and internet based e-learning. Computer based e-learning entails the use of a full range of hardware and software of computers. Each component can be used either of the two ways: computer managed instruction and computer assisted learning, instead of using traditional methods, computers are used there by providing interactive software as a support tool within the or as a tool for self-learning outside the classroom. In computer managed instruction, is for the purpose of storing and retrieving information to help in the management of education.

Arkorful and Abaidoo (2014) posit that e-learning allows the learners to interact with their teacher by asking and answering questions immediately through the use of internet facilities like video conferencing, audio-conferencing video text and teletext. The main benefit of synchronous e-learning is that it makes students to avoid the feeling of being isolated when they are in communication with others throughout the learning process; but it might not augur well with learners and teachers who have busy schedules. On the other hand, a synchronous e-learning can be carried out even when the students or teachers are offline. It also allows learners and teachers to discuss among themselves over the internet at different times. Lectures and class activities can also be carried out through WhatsApp, school website, e-mail and messages posted at community fora. It gives the learners the advantage to study at their times of convenience using their mobile phones, tablets, laptops among others.

However, Bello (2012) listed the challenges of using e-learning especially in this period of security challenges to include inadequate knowledge and application of e-learning facilities by teachers, high cost of data, lack of computer network in some areas. The learners may not be able to receive instant feedback from teachers as well as from their colleagues; Lack of adequate interaction among students. The e-learning might not be effective if compared with the conventional method of learning, for instance, there may not be room for clarifications and explanations of important ideas and concepts. The use of e-learning in the period of insecurity may reduce the high standard of tertiary institution's instruction and it might encourage bad activities like cheating

because it is difficult to control or regulate irregularities since tests for assessments in e-learning can possibly be done by proxy.

Apart from using on-line platform for teaching and learning educational administrators should train their staff and students on how to be security alert and conscious within and outside the campus. Community security outfit can be used to compliment the campus security to protect lives and property. Nwagboso (2012), Adejumo (2011) and Okorie (2011) and have called on the government and the school administrators to mount security cameras at strategic areas in the campus. They also emphasized the need for information and intelligence gathering on security threats that will help to nip crime at the bud. All these measures will ensure a conducive teaching and learning atmosphere in this period of insecurity in Nigeria.

Research Questions

The study was guided by the following research questions:

1. What are the causes of insecurity in Anambra State?
2. What are the perceived effects of insecurity on tertiary education in Anambra State?
3. What are the educational management strategies in the face of insecurity in tertiary education inAnambra State?

A survey research design was adopted for the study. A survey research design according to Oparaku (2012) is a design that involves asking questions, collecting and analyzing data from supposedly representative members of the population in view to determine the current situation of the population with respect to one or more variables under investigation. The population is made up of3000 academic staff in tertiary institutions in Anambra State. Using purposive sampling technique, three hundred (300) respondents were sampled for the study. The instrument for data collection was a questionnaire titled "Education Management in the Period of Insecurity in Tertiary Education in Anambra State Questionnaire (EMPITEASQ) which has 18 items designed to elicit information on education management in a period of insecurity in tertiary institutions in Anambra State. The instrument was face validated by an expert in Educational Management and policy at NnamdiAzikiwe University, Awka, Anambra State and expert in measurement and evaluation at ChukwuemekaOdumegwuOjukwu University, Igbariam campus, Anambra State. The reliability of the Questionnaire was determined using Cronbach's alpha method which was used to determine the internal consistency of the items in the Questionnaire. The internal consistency coefficient of 0.75 was obtained and considered high enough for the study. For data analysis, the research questions were analyzed using mean. A mean of 2.50 and above was interpreted as agree while a mean of less than 2.50 was interpreted as disagree.

Presentation of Results

The following are the results of the data analysis:

Research Question 1: What are the causes of the insecurity in Anambra State?

Table 1: Mean rating scores on the causes of insecurity in Anambra State

S/N	ITEMS	$\bar{X}$	REMARK
1	Poor system of governance	3.71	Agree
2	Weak judicial system	3.50	Agree
3	Bribery and corruption	2.72	Agree
4	Unemployment of many citizens	3.30	Agree
5	Culture of impunity	3.11	Agree
6	High rate of poverty	2.83	Agree
7	Injustice in allocation of economic resources	2.70	Agree

The result presented in table one shows that items 1-7 were rated high by the respondents. This was clearly indicated from their respective mean ratings scores of 3.71, 3.50, 2.72, 3.30, 3.11,2.83 and 2.70

which are above the criterion of acceptance. It means that poor system of governance, weak judicial system, bribery and corruption, unemployment high rate of poverty among others are the causes of insecurity in Anambra State.

Research Question 2: What are the perceived effects of insecurity on tertiary education in Anambra State?

Table 2: Mean rating scares on the perceived effect of insecurity on tertiary education in Anambra State.

S/N	ITEMS	$\bar{X}$	REMARK
8	Kidnapping of lecturers and students for ransom	3.50	Agree
9	It has led to closure of schools	2.62	Agree
10	It has led to loss of lives and property	3.71	Agree
11	It has led limited corps members to some part of the country	2.51	Agree
12	It has created gap in teaching and learning	3.30	Agree
13	It has made those in final year class to stay extra year before graduation	2.72	Agree

The result of the analysis of research question two shows that items 8-13 were rated high by the respondents. This was clearly indicated from their respective mean ratings scores of 3.50, 2.62, 3.71, 2.51, 3.30 and 2.72 which are above the criterion of acceptance fixed at 2.50 and above. It means that the perceived effect of insecurity on tertiary education include; kidnapping of lecturers and students for ransom, closure of schools, loss of lives and property among others.

Research Question 3: What are the education management strategies in the face of insecurity in Anambra State?

Table 3: Mean rating scares on the education management strategies in the face of insecurity in Anambra State

S/N	ITEMS	$\bar{X}$	REMARK
14	The use of electronic learning facilities for teaching	3.52	Agree
15	Training staff and students on security consciousness within and outside the campus	3.31	Agree
16	Complimenting community security outfit with campus security	3.12	Agree
17	Mounting security cameras on strategic areas in the campus		
18	The need for information and intelligence gathering on threat to security in and outside the campus	3.30	Agree

The result presented in table three shows that items 14-18 were rated high by the respondents. This was clearly indicated from their respective mean ratings scores of 3.52, 3.31, 3.12 and 330 which are above, the criterion of acceptance fixed at 2.50 and above. It means that the use of e-learning facilities, training staff and students on security consciousness within and outside the campus, complimenting community security outfit with campus security, mounting security cameras on strategic areas in the campus and information gathering on security threats are educational management strategies in the face of insecurity in Anambra State.

Discussion of findings

The result of the analysis of research question one shows that the causes of insecurity in Anambra State include, poor system of governance, weak judicial system, bribery and corruption, high rate of unemployment, poverty among others. These findings are in agreement with Nwadialor (2011) Igbuzor (2011) and Nwagboso (2012) attributed the causes of insecurity in Anambra State to poor system of governance, weak judicial system, injustice and culture of impunity.

The result of the analysis of the research question two shows that the perceived effect of insecurity on tertiary education in Anambra

State include; kidnapping of lecturers and students for ransom, closure of schools, loss of lives and property, created gap in teaching and learning among others. These findings are in line with Bello (2012) Adebakin (2012) and Babangida (2012) who observed that insecurity has led to kidnapping of lecturers and students for ransom, closure of schools, reduction of admission of students into educational institutions, killing of lecturers and students.

The result of the research question three shows that educational management strategies in the face of insecurity include the use of electronic learning facilities for teaching, training of staff and students on security consciousness within and outside the campus, complementing community security outfit with computer security, mounting security camera on strategic areas in the campus and information and intelligence gathering on threat to peace and security. These findings are in line with Okorie (2011) and Nwagboso (2012), both scholars have called on the government and school administrators to mount security cameras at strategic areas in the campus and the community. They also emphasized the need for information and intelligence gathering on security threats that will help to nip crime at the bud.

Conclusion

The causes of insecurity in tertiary education in Anambra State include; poor system of governance, weak judicial system, bribery and corruption, unemployment and high rate of poverty. The perceived effect of insecurity in tertiary education include; kidnapping of lecturers and students for ransom, closure of schools, loss of lives and property among others. It means that the use of e-learning facilities, training staff and students on security consciousness within and outside the campus, complimenting community security outfit with campus security, mounting security cameras on strategic areas in the campus and information gathering on security threats are educational management strategies in the face of insecurity in Anambra State. These problems no doubt has impacted negatively on educational sector especially tertiary education in Anambra State resulting to closure of schools, reduction of students enrollment, created serious gap in teaching and learning and made educational management and administration suffer serious setback.

Therefore, educational administrators must integrate technology in teaching and learning to ensure access to tertiary education by all. In the face of insecurities in Anambra State, e-learning through video-conferencing, WhatApp, e-mail, audio-conferencing are good strategies that must be adopted in schools. Also, training of staff and students on security consciousness, mounting security cameras on strategic areas in the campus are some of the educational management strategies in the face of insecurity.

Recommendations

Based on the issues highlighted above, the following recommendations are made:

1. The federal and state government should tackle the root causes of insecurity in Anambra State such as poverty, unemployment, injustice.
2. The Federal and State government should subsidize the cost of internet facilities in Anambra State such as laptops, tablets so that teachers could impart knowledge to the students within and outside the classroom.
3. The state and the federal government should adequately fund tertiary education at all levels.
4. Teachers of tertiary education should be exposed to capacity building on on-line education, use of internet facilities as this will go a long way in benefiting their students and the entire society.
5. Adequate infrastructural facilities such as communication satellites, security satellites should be provided by the federal and state government for safety of lives and property in Anambra State.

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